IMPROVING STUDENTS’ READING COMPREHENSION THROUGH
LISTEN-READ-DISCUSS (LRD) STRATEGY

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Abstract

This research aimed to: (1) find out whether LRD strategy can improve the students’ reading comprehension class XI IPA of SMA AL MUAYYAD Surakarta in 2016/2017 Academic Year, and (2) describe how far LRD strategy is improving the students’ reading comprehension when it is implemented to class XI IPA of SMA AL MUAYYAD Surakarta in 2016/2017 Academic Year. This research was classroom action research. It was conducted in SMA AL MUAYYAD Surakarta especially XI IPA that consisted of 27 students. There were two cycles in action research. In every cycle, it consisted of planning, implementing the action, observing, reflecting, and revising the plan, and used pre-test and post-test. To collect data, the researcher did observation, interview, gave test, questionnaire, and took documentation. In analyzing the data, the researcher used quantitative and qualitative data analysis. Based on the result of the research, Listen-Read-Discuss (LRD) strategy can improve the students’ reading comprehension. The students can: (1) identify main idea; (2) find detail information; (3) identify implicit in the text; (4) find synonym and antonym of word; (5) identify reference in report text. The improvement of the students’ reading comprehension can also be shown by the score. The results of the pre-test was 59.7 in post-test I increased to 72.04 and increased to 82.4 in post-test II. Besides that, the class condition also improves when the researcher implemented LRD strategy, as follows: (1) students were more active and confident when they wanted to ask and to answer the questions; (2) students were not bored during reading class; (3) students enjoyed teaching learning and they paid attention in teaching learning process and the reading class was more effective; (4) students were more enthusiastic reading class. It can be concluded that Listen Read Discuss (LRD) strategy can improve the students’ reading comprehension at class XI IPA SMA AL MUAYYAD Surakarta in 2016/2017 Academic Year.

Key words: Listen Read Discuss (LRD) Strategy, Reading Comprehension, and Classroom Action Research.
INTRODUCTION

Language is a means of communication among people in daily life. It holds very important in role delivering information from one to the others. People use language both spoken and written to convey their ideas, to express their feelings, and to present the purpose and intend. There are many languages in the world. One of the languages is English. It has been used by many people to communicate from different countries and regard as the main language for international communication. It holds very important assignment in some sectors, such as information, technology and education.

English teaching include four competences; they are listening, speaking, reading, and writing. One of the most important skill is reading. Reading is a process which is done by a reader to get a message that will be delivered by the writer by words media or written language. Reading is complex skill which is complicated that covers or involves smaller series (Tarigan, 1996: 7). It means that reading is the process to understand about the content of the text.

The primary target in reading is the students reading comprehension competence to understand the content as it is used in written material. According to Chelsea (2001:ix), reading comprehension is perhaps the most important set of skills you’ll need to succeed. Nowadays, Reading is very important skill that is very demanded for the daily life. With the exposure of the internet in global area, students need to master reading comprehension in order to understand the knowledge the world embraces by them.
Based on the preliminary observation and interview, the researcher found the problems. The problem came from: students, teacher, and school. The students’ problems are followings: (1) the students had problem to finding the main idea, detail implicit and explicit of information, reference, and meaning of words in the text; (2) the students had difficulty to determine the referent of pronoun; (3) the students had low motivation in reading English; (4) partly of the students low score for English from the minimum score criterion (KKM) for English lesson 7. The school’s problems are as followings: (1) less of English book at library; (2) the facility of the class is not good such as fan in the class is broken; (3) there is no media in every classroom.

The teacher’s problems are as followings: (1) the teacher dominates the classroom activities (teacher centred learning) so the students tend to be passive learners; (2) the teacher’s strategy is not interesting for the students, it makes they feel bored; (3) the teacher just asked the students to do an assignment without paying attention whether the students understand or not about the text.

The researcher uses LRD strategy to solve those problem because LRD strategy is a strategy of teaching reading that gives previous knowledge or experience before the students read the text, so the students knows the organization of the text and understand the whole of text. McKenna (2002:173) adds procedure as a viable approach to the problem limited knowledge and vocabulary.

The improvement of reading comprehension target depends on the reading strategies completion. It means the completion refers to successfull reading
indicator. In other word, the teaching reading is very important to influence the students’ success in reading. Manzo & Casale (1985:732) state LRD is a reading literacy which helps students comprehending text. LRD is a powerful tool engaging struggling readers in classroom discussion. It means that Listen Read Discuss (LRD) strategy is the strategy that build students’ background knowledge in comprehend the text. It might be active teaching in learning for the students and the teacher in teaching reading comprehension.

The researcher focused on two problem. The first problem is finding out whether LRD strategy can improve the students’ reading comprehension. The second describing how far LRD strategy is improve the students reading comprehension when it is implemented to the class.

**RESEARCH METHOD**

This research was conducted at SMA AL-Muayyad Surakarta in 2016/2017 academic year. The school is located at Jl. K.H Samanhudi 64 Mangkuyudan Purwosari Laweyan Surakarta. This research was conducted on August 2016 up to September 2016. The subject of this classroom action research was class XI IPA students of SMA AL MUAYYAD Surakarata in 2016/2017. Total students are 27 that consist of 9 male students and 13 female students. The reason for choosing this class as a research subject is they have no interest and motivation in reading learning. They assume to have not an adequate knowledge of main idea, detail, vocabulary (synonym or anthonym), reference and implicit.

The reseacher used classroom action reseach. According to Burns (1994 : 293) “Action research is the application of fact finding to practical problem
solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.” The model of this classroom action research easy based on the model develops by Kemmis and McTaggart (In Burns (1999:32)). They states that action research occurs through a dynamic and complementary process. Which consists of four essential materials of planning, action, observation and reflection. In Planning, the researcher prepared the material and strategy for the student about their problem. In Action, the researcher explained about the material and strategy for the students. In Observation, the researcher took data such as interviewed their problem about reading comprehension in teaching learning process. In reflection, the researcher evaluated the use of Listen Read Discuss Strategy in improving students’ reading comprehension. Quantitative Data Analysis, analyzing the data in the form number, the researcher found the score in having the written test. The tests conducted are pre-test and post-test. In pre-test, The students become more feel confident when they shared their ideas with their friends in group. In post-test I, The students pay attention when the researcher explains the material. The last, in post-test II The students’ also understand the text was they read.

THE RESULT OF THE RESEARCH

Before implementing cycle one, The pre-test was held at August 6th 2017. The mean score of pre-test was only 59.7 whereas the Standard Minimum Score of English subject in school is 70 (KKM).
In cycle one, there were two meetings. The first meeting was conducted on Saturday, August 13th 2016. The second meeting was held on Thursday, August 18th 2016. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The score was improved. From the result of post-test 1 there was an improvement of the students’ reading comprehension. We could see from the result of pre-test and post-test 1. Their mean score was improved from 59.7 to 72.03. It was concluded that there was a progress. It showed that there was an improvement of the students’ reading comprehension; (2) The students enjoyed working in group. By using Listen Read Discuss strategy they shared their difficulties with others; (3) Listen Read Discuss strategy could help the students to build their background knowledge before they read; (4) The students’ motivation improved with LRD strategy. The weaknesses were: (1) The students had poor vocabulary. They mostly depended on the dictionary when they did the exercise, students were not able the question to answer so that they could not finish their exercise well; (2) It needed more time to apply Listen Read Discuss strategy in class, because the students discussed the material and they could not manage the time well. They did not pay attention to the given material. The students always translated the text every word with dictionary. That made the discussion runs slowly. And they were still confused with the strategy so the researcher repeated the explanation how to follow this strategy effectively.

From the reflection of cycle one, the researcher was not with the result. So, the researcher held cycle two to improve the result. The lesson plan which was
used still Listen Read Discuss (LRD) strategy in reading comprehension. The first meeting was conducted on Saturday, August 13th 2016. The second meeting was held on Wednesday, September 12th 2016. The strength of cycle 2 as the follows: (1) The students’ reading comprehension were improved. It could be seen from the second cycle, the mean score in pre-test was 59,7 and it was increased up to 72,03 in post-test 1. While the mean score of post test 1 was 72,03 and it was increased up to 82,4 in the post-test II. All of the students in class XI IPA achieved good score, more standard minimum score (KKM=70); (2) The students became more active because they were eager to ask and answer the questions. Their activity could be seen when they joined the discussion, and gave opinion in the group. They were also active to try to answer the researcher’s questions dealing with their texts. The students were often to ask some questions if they did not know about the material of lesson given; (3) The students’ motivations were improved through Listen Read Discuss (LRD) strategy, such as they were interested and enthusiastic to join in the English class; (4) The Listen Read Discuss strategy could help the students to build their background knowledge before they read. The result of cycle two showed the improvement of the students’ reading score. The average score of second meeting was increased from the average score of first meeting.

CONCLUSION

Based on the result discussion, the researcher described the conclusion as follows:
1. Teaching reading using LRD Strategy in report text can improve the students’ reading comprehension especially in class XI IPA of SMA AL MUAYYAD Surakarta. It is proved by result of the students’ mean score pre-test and post-test I improve from 59,7 to 72,03. And it improves again in cycle II between pre-test I and pre-test II improve from 72,03 to 82,4. Besides the students more understand indicators of reading: 1) the students can identify the main idea in paragraph. 2) The students can find detail information of the text. 3) The students can classify the implicit of the text. 4) The students can find antonym or synonym of the text. 5) The students can identify reference of the text.

2. The class situation is interesting and fun. The students become more feel confident when they shared their ideas with their friends in group. The students pay attention when the researcher explains the material. The students’ also understand the text was they read. Because they can read be more effective.

REFERENCES


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